

Advisory Team: Accountability Task Force

MINUTES

OCTOBER 4, 2016

9:00AM-12:00PM

21 Fruit Street, Concord, NH

ADVISORY TEAM LEADS	Scott Mantie, Paul Leather, and Sandra MacDonald, NH DOE
CONSULTANTS	Scott Marion, Susan Lyons and Juan D'Brot, Center for Assessment
NOTE TAKER	Susan Lyons and Juan D'Brot, Center for Assessment
ATTENDEES	Jonathan Vander Els, Ellen Hume-Howard, Chris Demers, Tammy Davis, Robert Malay, Carl Ladd, Keith Burke, Terri Forsten, Nate Greenberg, Mindy Ryan, Nancy Stiles, Aaron Hughes, Winfred Feneberf, Susan Morgan, Donna Dubey, Heather Cummings, Evelyn Aissa, Deborah Fleurant, Donna Crook, Corrine Cascadden, Julie Heon, George Slim, Lorraine Taccori-Moore.
OBSERVERS	
PRE-READ MATERIALS	Chronic Absenteeism Brief, 65x25 Brief

DISCUSSION	
OBJECTIVES FOR MEETING:	
<ul style="list-style-type: none"> ✓ Translating the NH Coalition for Business and Education goal of having 65% of 25-64 year olds with a high-quality postsecondary credential by 2025 into ESSA accountability goals and intermediate targets. ✓ Exploring the required long-term and interim goals for various indicators. ✓ Developing an understanding of the requirements associated with identifying schools for comprehensive and targeted support. ✓ Develop an understanding of the current Work-Study Practices (WSP) initiative. ✓ Explore "chronic absence" as a potential "additional indicators of school quality" for elementary and middle schools. 	
9:00	Welcome and Introductions <ul style="list-style-type: none"> ✓ Paul Leather and Scott Mantie, NH DOE
9:15	Progress update <ul style="list-style-type: none"> ✓ Scott Marion, Center for Assessment <p>Scott Marion reminds the task force of the reporting and accountability requirements, and while they should overlap, the accountability indicators can be a subset of the reporting indicators. For example, we can report percent proficient by each identified subgroup, but we can use a different index for the accountability system. Scott identifies where the task force has established general agreement: achievement, graduation, and college and career readiness. The task force has been introduced to the EL indicators and we have outlined the conceptualization for tying accountability to the 65x25 goal.</p>
9:30	Providing the context for 65 x 25 <ul style="list-style-type: none"> ✓ Susan Lyons, Center for Assessment <p>Susan Lyons reorients the task force to the rationale for adopting the 65x25 goal. Decisions made by the task force will impact schools; the goals we define can serve as a framework for on-going school improvement and provide context for how we evaluate the reasonableness of our decisions. Susan referenced work done by the Lumina Foundation and Georgetown University relating the need to increased post-secondary attainment in New Hampshire. Susan then highlighted several efforts around the state that have already adopted 65x25 as their vision for New Hampshire. Susan offered a possible theory of action for the role K-12 plays in achieving this goal. Deputy Commissioner Paul Leather reinforced this notion by identifying the goal as a workforce problem, and K-12 as part of the workforce pipeline. Paul emphasizes that we do not want indicators within the accountability system that are out of the school's control, but we want to select indicators that address the school's role in preparing new Hampshire graduates for post-secondary and career success.</p>
10:00	Establishing long-term and interim goals under ESSA <ul style="list-style-type: none"> ✓ Juan D'Brot and Scott Marion, Center for Assessment <p>ESSA requires states to establish "status" and "improvement" goals for academic achievement, graduation rate, and subgroups that are behind. Scott Marion and Juan D'Brot reviewed the requirements of the law and draft regulations to ground everyone in parameters for establishing long-term and interim goals. Juan emphasized how goals can create cohesion within the K-12 system. Working towards improved graduation and college and career readiness can help improve post-secondary attainment and employment. Juan presented historical data and displayed trends in achievement (multiple measures) along</p>

with post-secondary credential attainment. The task force then spent much of the discussion time talking about the readiness indicator rather than the planned discussion around achievement and graduation. Paul introduced indicators called “momentum points” to the task force and Scott conducted an impromptu survey asking the task force to reflect on whether or not they think the indicators listed on the momentum points handout make sense to include in the accountability system and reflect on data burden as well.

12:00 Lunch provided

12:45 New Hampshire’s Work Study Practices

- ✓ Jonathan Vander Els, NH Learning Initiative
- ✓ Paul Leather, NH DOE

New Hampshire has received funding to pilot programming around work-study practices in schools. Jonathan Vander Els is now leading that work as the executive director of the New Hampshire Learning Initiative. Jonathan explained how metacognition is the basis of this work. Teachers and students need to reflect on what is allowing them to be successful, what has gotten in the way of being successful, and what the next steps are for students on their path for success. Jonathan’s work is to help teachers integrate these skills within the classroom and develop ways to assess them. Jonathan reviewed with the task force a year-long course for teachers that trained them how to integrate the work-study practices into their instruction and build assessments for gathering evidence of student success on the work study practices. Results have been very positive where students are able to communicate where they are in their own learning and what their next steps are. The program starts very young, this year even beginning in pre-schools. After the presentation, Scott and Paul led a discussion about the appetite for collecting data related to the work-study practices. Paul emphasized that we may need to collect this at the local level and it is not ready-made for accountability, especially since it is embedded in the school. Bill Duncan reminded the task force that there is universal acceptance of these skills and dispositions as people’s goals for their students and he called for elevating the visibility of these skills. There was general agreement that the accountability system should account for these practices in some way, even if it just begins with reporting.

2:00 Exploring chronic absence as an additional indicator of school quality for elementary and middle school

- ✓ Susan Lyons, Center for Assessment.

As discussed at the last meeting, several members expressed interest in considering the use of a chronic absence indicator as an additional measure of school quality or student success for elementary and middle schools. Susan presented a brief review of the literature on chronic absence and discusses its use as an accountability indicator. Susan opened up the discussion with some guiding questions about the appropriateness of this indicator for inclusion in the NH accountability system. After some discussion about the locus of control, the appropriateness of this metric for capturing school quality, and potential unintended negative consequences, the task force had general agreement that chronic absenteeism is not a good candidate for inclusion within the elementary and middle school accountability model as the “fifth indicator”.

3:00 Exploring the ESSA requirements for identifying schools for comprehensive and targeted support

- ✓ Scott Marion and Juan D’Brot, Center for Assessment

ESSA includes requirements for identifying schools for “comprehensive” and “targeted” support. Scott Marion presented an overview of these requirements and discussed possible approaches that NH might use to identify schools for these categories of support. The task force asked multiple clarifying questions about Title 1 and the requirements of the law. Due to limited time, the discussion of how New Hampshire will identify schools is tabled for a future date.

Noon Adjourn, Next meetings

- ✓ November 2 1:00-4:00
- ✓ December 8 9:00-Noon

CONCLUSIONS

Thank you for the valuable participation and input from the task force members. We will work to prepare a hard copy of a strawman accountability model for the purpose of moving the conversation about finalizing decisions during the next meeting. Additionally, we will discuss a new suggestion for the fifth indicator for elementary and middle schools: an equity index.

ACTION ITEMS

PERSON RESPONSIBLE

DEADLINE

Create a hard copy of a proposed accountability model for discussion

Center for Assessment

Oct 28

Pre-reading

Task Force

Nov 2